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MARRIAGE AMONG HIGH SCHOOL STUDENTS IN
NORTH CAROLINA

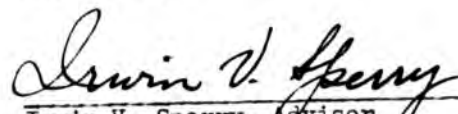
by

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A Thesis Submitted to
the Faculty of
the Consolidated University of North Carolina
in Partial Fulfillment
of the Requirements for the Degree
Master of Science

Greensboro
1960

Approved by


Irwin V. Sperry, Advisor

ACKNOWLEDGEMENTS

The writer is deeply grateful to Dr. Irwin V. Sperry for his discerning guidance in the development of this study; to Miss Helen Canaday, Dr. Marian Franklin, and Dr. Hildegard Johnson for their helpful suggestions as members of the thesis committee; to Mr. Robert Grogan and Mrs. Betty Kirk for their assistance in machine processing the data; to Mr. Emil W. Young for his assistance in making photocopies of tables and figures used in the thesis; to Mrs. Aileen McCann who read and criticized the manuscript; and to the principals and other school personnel who provided information for the questionnaires.

M.R.T.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

During the last twenty years the increase in the number of persons who are or have been married was considerably higher for young persons than for older ones.¹ At the same time there has been a decrease in the median age at first marriage for both men and women. In 1940 the median age at first marriage for women was 21.5 and for men was 24.3. By 1959 the median age for women had decreased to 20.2 and for men to 22.3.²

This decrease in median age at first marriage and increase in proportion of young persons who are or have been married has occurred despite the fact that the average young person today continues in school several years longer than was true a generation ago. Faced with greater social and economic pressures to graduate, many more of these young married persons are now enrolled in high schools.

A relatively short time ago college administrators and parents were greatly concerned about college students who married and continued in school. Today this phenomenon appears to be an accepted trend and many colleges give special consideration to meeting the particular needs of the married students they enroll. Will the same eventually be true

¹United States Bureau of the Census, "Marital Status and Family Status: March 1958," Current Population Reports, Series 20, 87:1, November 14, 1958.

²United States Bureau of the Census, "Marital Status and Family Status: March 1959," Current Population Reports, Series P-20, 96:1, November 23, 1959.

for married high school students?

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine (1) the incidence of marriage among students in accredited public high schools of North Carolina; (2) the policies of the school systems regarding married students; and (3) the extent of family life education programs in the high schools surveyed.

Importance of the study. In view of current trends it appears that high schools will enroll increasing numbers of married students in the future. This situation concerns school administrators, teachers, and others who work with high school students. Landis points out:

It would seem that schools need to take a rational look at the whole question of marriage, student marriages, and pregnancies in high school, and see whether school programs make sense in light of facts.³

Press releases have indicated a variety of attitudes and emerging policies concerning married high school students as their enrollment in the public schools has gained added attention. Are school policies realistic in view of the facts and what are the facts? Are the schools attempting to help these young marriages succeed or are they establishing policies which remove married students from school, either temporarily or permanently?

It is hoped that the results of this study will serve a worthwhile purpose in providing certain kinds of information which will be useful to

³Judson T. Landis, "Attitudes and Policies Concerning Marriages Among High School Students," Marriage and Family Living, 18:128, May, 1956.

school administrators, teachers, and others who work with high school students. Beyond that, it is hoped that this study may serve as a preliminary foundation upon which subsequent studies of married high school students can be based.

II. DEFINITIONS OF TERMS USED

The following terms are defined according to their use in this study.

Accredited public high school. The term "accredited public high school" refers to all those schools listed as accredited and public schools in the 1959-1960 North Carolina Educational Directory, and includes students in the ninth, tenth, eleventh, and twelfth grades.

Race. For purposes of this study schools were classified as white and non-white. White schools were defined as those listed as such in the 1959-1960 North Carolina Educational Directory. Although listed separately in the directory, non-white schools were defined to include Indian and Negro schools. That combination follows the definition of non-white given by the United States Bureau of the Census.

Type of school. In the 1959-1960 North Carolina Educational Directory schools were designated as either county or city units. That designation of type of school was followed in this study.

Geographic location of school. According to the Crop Reporting Service of the North Carolina Department of Agriculture the State is divided into three geographic areas designated as mountain, piedmont, and coastal plain. The mountain area consists of twenty-five counties in

the western portion of the State; the piedmont area consists of thirty-four counties in the central portion of the State; and the coastal plain includes forty-one counties in the eastern portion of the State. A complete list of counties in North Carolina according to geographic location is provided in Appendix A.

III. ORGANIZATION OF REMAINDER OF THE THESIS

Chapter II contains a review of the literature on married high school students which provides background information for this study. Chapter III presents a description of the group studied and gives procedures used in the development of the study. Chapter IV contains an analysis of the data collected. Chapter V includes a summary, conclusions, and limitations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

As the number of student marriages has increased a great deal has been written about them. Examination of the literature revealed that many popular articles, lacking the support of methodically collected factual data, had been written on the subject. A number of studies dealing with marriage among college students were available, but could not be applied directly to a study of married high school students because of age and maturity differences between the two groups. Apparently many local studies on high school marriages had been made, but results could not be generally applied. Therefore, only the research on a larger scale or that reported by authorities and dealing with high school age marriages is reviewed herein.

I. LITERATURE ON THE INCIDENCE OF MARRIAGE AMONG HIGH SCHOOL STUDENTS

Based on correspondence and discussions with teachers and administrators in twenty-seven Oregon high schools, a report by Lester Kirkendall, in 1951, indicated that probably as many as three-fourths of the Oregon high schools had one or more married students enrolled. During the previous year one school of approximately 1,200 students had as many as thirty-eight married students enrolled at one time.⁴

⁴Lester A. Kirkendall, "Now It's Marriage in the High Schools," Oregon Education Journal, 26:8, September, 1951.

In a survey of student marriages in New Mexico Ivins reported 378 married students representing 1.5 per cent of the student enrollment of approximately 25,000 in grades seven through twelve. Seventy-five, or about half, of the New Mexico secondary schools were represented in that study made during the 1952-1953 school year.⁵

Marriage among the New Mexico boys was comparatively rare since 85 per cent of the married students were girls, "indicating that the girls were marrying older boys or boys out of school."⁶

Of the students enrolled at the time of the study 3.3 per cent of the sophomore girls, 4.2 per cent of the junior girls, and 8.1 per cent of the senior girls were married. Among the 378 married students reported, there was a total of 37 couples enrolled.⁷

In California, a survey by Landis elicited responses from 286 schools, but only 205 gave complete information relative to the incidence of student marriages. Data from the survey revealed that 90 per cent of 205 senior high schools had had one or more student marriages during the 1953-1954 school term. The enrollment in the participating schools was 108,198, or 35.8 per cent of all students enrolled in California's public senior high schools.⁸

⁵Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), p. 48.

⁶Ibid., p. 49.

⁷Ibid., pp. 48-49.

⁸Judson T. Landis, "Attitudes and Policies Concerning Marriages Among High School Students," Marriage and Family Living, 18:129, May, 1956.

Landis reported that 2044 girls and 200 boys were married. Of the total married students, 90.3 per cent were girls and 9.7 per cent were boys. Of the 2044 married girls, 24.0 per cent were in the tenth grade, 35.0 per cent were in the eleventh grade, and 41.0 per cent were in the twelfth grade. For the 220 boys in those three grades the percentages were 10.0, 27.0, and 63.0 per cent, respectively. Of the students enrolled, 2.4 per cent of the sophomore girls, 4.0 per cent of the junior girls, and 5.7 per cent of the senior girls were married.⁹

Landis noted that, although fewer boys married while in high school, they tended to marry a girl who was still in school. On the other hand, he noted that the majority of girls who married while in high school tended to marry an out-of-school boy.¹⁰

Cavan and Beling surveyed the extent of high school marriages in public schools in Illinois cities with populations of 10,000 or more. Sixty of the eighty-four participating schools reported one or more student marriages during the 1956-1957 school year. It was noted that 1.4 per cent of the sophomore girls, 1.8 per cent of the junior girls, and 4.1 per cent of the senior girls in the sixty schools were married. Among the boys percentages were considerably less with 0.1 per cent of the sophomores, 2.0 per cent of the juniors, and 0.7 per cent of the seniors shown to be married.¹¹

⁹Ibid.

¹⁰Ibid.

¹¹Ruth Shonle Cavan and Grace Beling, "A Study of High School Marriages," Marriage and Family Living, 20:293, August, 1958.

During the 1957-1958 school year Ivins conducted a follow-up study in relation to one he had made five years previously in New Mexico. Seventy-five schools, representing 24,928 students, were surveyed in the original study compared with sixty-five schools, representing 34,290 students, in the follow-up study. The marriage rate was found to be 1.3 per cent in the follow-up study as compared with 1.5 per cent in the earlier study. In explanation Ivins stated:

Although the difference of .2 per cent less in the rate might seem to indicate an actual decline, there seems actually to be little basis for this conclusion. In the 1952-53 study the highest rate of marriage was reported in senior high schools and in rural areas. In view of the fact that in this study there is a smaller proportional representation of these two kinds of schools and a greater proportion of the larger urban high schools (in which marriages are less common), it seems likely that there has been no substantial change in the marriage rate in the past five years.¹²

In the follow-up study, as in the one made earlier, Ivins found a high percentage of the marriages among the girl students (87 per cent in 1957-1958 compared with 85 per cent in the 1952-1953 study). Girls in grades eleven and twelve accounted for the highest marriage rates.¹³

II. LITERATURE ON POLICIES OF HIGH SCHOOLS

REGARDING MARRIED STUDENTS

In New Mexico, during the 1953-1954 school year, Ivins found only seven of seventy-five schools indicating that they had written statements

¹²Wilson Ivins, "Student Marriages in New Mexico Secondary Schools: Practices and Policies," Marriage and Family Living, 22:72, February, 1960.

¹³Ibid.

of policy, included either in the minutes of the board of control or simply as a written statement. Most of the statements of policy were "negative so far as their effect upon continued attendance of married students in school is concerned."¹⁴

Within the schools studied, fourteen boards of control maintained expulsion policies and eight additional boards maintained suspension policies. Ivins summed up the situation in the following statement:

In effect, twenty-two of seventy-five (almost one-third of the schools) maintain policies that have the net effect of immediately removing from school by direct action all students who marry, for temporary or permanent periods--most of them permanent.¹⁵

Ivins' study revealed that a typical action of principals was to hold a conference with married students immediately after their return to school. While this conference, in a few schools, was arranged to encourage the married student's continuation in school, the purpose in a far greater number of schools was to outline more exacting conditions under which the student might continue school. Some of the conditions mentioned were restriction from participation in extra-curricular activities, assignment to special classes, or other conditions that would be different, in some way, to those existing prior to the marriage. In summary Ivins stated:

Examination of the varied descriptions of purpose of these conferences seems to justify the belief that the net effect of them

¹⁴Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), p. 48.

¹⁵Ibid., p. 47.

in these schools (which are in addition to the twenty-two already described) was to discourage rather than encourage, married students to continue in school.¹⁶

In a study of 286 public senior high schools in California, Landis found that 142, or almost half, took no action in regard to students who married. Nearly all (248) of the schools did not require married students to attend, indicating a change in attitude toward enforcement of compulsory attendance laws.¹⁷

While the purpose was not made clear, 106 of the California principals reported that they had a conference or talk with the married students, often including the parents and/or spouse. Twenty-two principals indicated that they encouraged the married students to continue their education. At the same time, eleven others indicated that they encouraged the married student's withdrawal from school.¹⁸

Of the 286 schools participating in the study, 43 put the students who married on probationary status. Married students often were expected to maintain higher standards of conduct, scholarship, and attendance. Thirty-five principals handled the incidence of marriage on an individual basis; sixteen had individual or group counseling on marital or school adjustment; ten advised or encouraged transfer to another type of school; others imposed restrictions on social activities or removed certain privileges.¹⁹

¹⁶Ibid., p. 48.

¹⁷Landis, op. cit., p. 130.

¹⁸Ibid.

¹⁹Ibid., p. 131.

Landis made the comment that:

A reading of the different policies reported gives the impression that, in general, administrations take a negative attitude toward student marriages and have policies more often which would encourage early withdrawal from school whether or not that is the specific objective of the policy.²⁰

Landis' study revealed that only thirty-five of the two hundred and eighty-six principals gave indication of treating married students the same as other students. Only nineteen stated that they considered marriage a normal and acceptable situation.²¹

Cavan and Beling, in a study of eighty-four Illinois high schools, found that many did not have a definite policy for dealing with marriage among students and where policies did exist there seemed to be great variation from one school to another.²²

Despite the fact that Illinois schools had no legal right to suspend or expel students because of marriage, six of the eighty-four schools reported such action. The student was dropped or automatically left school in twenty-one of the schools studied. On the other hand, eleven principals said no action was taken to prevent attendance and cited the law regarding such action. Fourteen principals indicated that the married students could continue in school if they wished.²³

In twenty-seven of the Illinois schools married students were

²⁰Ibid.

²¹Ibid.

²²Cavan and Beling, loc. cit.

²³Ibid.

allowed to attend as long as conduct and scholarship were above reproach and the married girl was not pregnant. Responses from other schools indicated that special permission to remain in school had to be obtained from the board of education or principal. Others indicated that the student was placed on special enrollment or was restricted from participating in school activities.²⁴ Cavan and Beling point out that:

Only twenty-nine of the eighty-four schools permitted married students to continue their education in the same manner as unmarried students. Thus marriage while in high school seems to create a special category of students who receive differential and restrictive treatment.²⁵

After an interval of five years, Ivins' follow-up study in New Mexico revealed "some evidence of significant changes in the policy situation, but not with regard to the negative aspects expressed earlier."²⁶ The number of schools having published policies for dealing with student marriages had doubled during the five-year period. However, in fifty-five schools that described their policies only twelve indicated any appreciable difference in their manner of handling student marriages five years after the original study. Apparently there was "some shift in attitude of boards of education toward encouraging married students to remain in school after their marriage, but the shift seems slight."²⁷

²⁴Ibid., p. 294.

²⁵Ibid.

²⁶Wilson Ivins, "Student Marriages in New Mexico Secondary Schools: Practices and Policies," Marriage and Family Living, 22:73, February, 1960.

²⁷Ibid.

III. LITERATURE ON POLICIES OF HIGH SCHOOLS REGARDING PREGNANT MARRIED STUDENTS

In 1952-1953 Ivins' study of seventy-five New Mexico schools indicated that the married women students who became pregnant during the school year were possibly "the problem in student marriages that gives the principal his greatest headache at the present time."²⁸

Responding to the question of what to do in regard to pregnant married women students, fourteen principals indicated they would expel the girl as soon as the pregnancy was apparent. Eight indicated they would request the girl to leave school, and five said they would see to it that the girl left of her own accord. Another five indicated they would expel or suspend the girl if she became a problem. Two principals said they would ignore the fact and others indicated they would offer any help possible or permit the girl to finish the semester.

Ivins stated that "...it seems clear that the principals would hastily approve any reasonable action that would result in the removal of pregnant girls from the campus of the school."²⁹

In California, Landis' study revealed that 103 of the 286 principals requested or pressured the married girls to withdraw from school when the pregnancy became apparent or was known. Thirty-two other principals expelled the girl as soon as the pregnancy was known. In

²⁸Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), p. 71.

²⁹Ibid.

twenty-eight schools the girls were assigned home instruction but that was usually limited to seniors. Twenty-eight schools allowed the girl to attend as long as she desired. One principal indicated that his school welcomed the pregnant married student as beneficial to other students. A few of the schools granted a leave of absence for the girl varying from three months to one year. Twenty-nine schools indicated they had no policy in regard to pregnant married women students.³⁰

In Illinois, Cavan and Beling reported that many school principals probably considered pregnancy among the married girls as one of the most serious problems they had to deal with in connection with married high school students. Forty-one or almost half of the principals participating in the study indicated they would either dismiss or ask the girl to withdraw from school when the pregnancy was known.³¹

IV. LITERATURE ON OPINIONS REGARDING MARRIED HIGH SCHOOL STUDENTS AS A PROBLEM OR AS AN ASSET TO THE SCHOOL

In a report of correspondence and discussion with Oregon school administrators and teachers, Kirkendall revealed opinions of those contacted concerning problems raised or advantages resulting from having married students enrolled in the schools. Interference with established school routine was a problem most frequently mentioned. The Oregon educators indicated that married students were irregular in attendance, asked for special privileges, lost interest in school, did poor work or

³⁰Landis, op. cit., pp. 133-134.

³¹Cavan and Beling, op. cit., p. 294.

dropped out of school. Married students were regarded as an unsavory influence on other students because they were thought to discuss intimate details of their marital life.³²

Commenting on the problems mentioned by the Oregon school authorities, Kirkendall said:

Married students almost inevitably will need certain schedule rearrangements. Is this "special privilege"? When the needs and circumstances of pupils have changed as much as they do with marriage, is it not time to recognize this and consider some alterations in the school program which might assist them in their adjustments? Are the schools made for the pupils, or the pupils for the school? Administrative problems cannot be disregarded, but administrative regulations should be re-examined and approached from the viewpoint of meeting pupil needs.³³

Regarding advantages of having married students in the schools Kirkendall found a few of the educators who said that some of the married students were more serious in their outlook. A few indicated that the presence of married students in the classroom brought a note of reality into class discussions about marriage.³⁴

In Ivins' study of New Mexico high schools a number of principals volunteered the opinion that marriage among students did not make a problem for the school. However, when a second questionnaire specifically asked the principals if they believed that marriage among students created a problem for the principal, the teachers, or the community, a somewhat different picture was revealed. Of the seventy-five principals who responded, forty-one said that student marriages constituted a

³²Kirkendall, loc. cit.

³³Ibid.

³⁴Ibid.

problem for the principal while twenty said they did not. Thirty-five indicated that student marriages were a problem for the teachers and twenty-three believed they were not. Thirty-five had the opinion that student marriages were a problem for the community in opposition to twenty-five who said they were not.³⁵

Asked to give their opinions with regard to those for whom the problem of high school marriages was most severe, thirteen of the New Mexico principals said the problem was most severe for the community generally. Nine had the opinion that the problem was most severe for the principal. Another nine said the problem was most severe for the teachers. Seven principals expressed the opinion that the problem was most severe for other students. Six replied that the problem was most severe for the school but did not explain what they meant by that term. Ivins presumed they meant the entire school administration and faculty. Six principals were of the opinion that the problem was most severe for the parents of the married students. Four said the problem was most severe for the married students themselves.³⁶

The nature of the problem as described by the New Mexico principals and listed in order of the number of times mentioned were: (1) married students an undesirable influence on other students; (2) high school students not mature enough for responsibility of marriage; (3) loss of interest in schoolwork; and (4) special privileges expected by married

³⁵Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), pp. 57-58.

³⁶Ibid., pp. 54-55.

students. Some other problems mentioned by the principals were that married students had inadequate time to do schoolwork, had poor school attendance, became discipline problems, and created administrative problems for the principal.³⁷

In response to the question of whether married students could be considered an asset to the school, Ivins found twenty-nine principals who said that they were. Twenty-six said that married students, in general, were more of a liability than an asset. Twelve principals were undecided and indicated that they felt both ways under different circumstances. Among those principals who considered married students an asset, more than half said that "as a group the married students were more settled, conscientious, and mature--and that they made better leaders in the schools."³⁸

Landis' study of 286 California high schools revealed that principals in well over half of the schools considered married students a problem. Among the reasons given the most common one was that married students were thought to discuss marital sexual experiences with other students. Landis expressed skepticism as to whether the married students actually did discuss those experiences and suggested the probability that adults may assume they do because the adults fear such discussions. Other reasons why the married students were considered a problem included irregular attendance and high drop-out rate, encouragement of other students to marry, bad influence on other students, pregnancy, special privileges

³⁷Ibid., pp. 57-58.

³⁸Ibid., p. 69.

expected, loss of interest in schoolwork, discipline and administrative problems.³⁹

In regard to considering married students a problem in the classroom, the most commonly mentioned reason was that additional outside duties of married students interfered with their schoolwork. Other problems mentioned included discipline, differences in interests of married and unmarried students, and emotional disturbances of marital adjustment.⁴⁰

Landis found few California principals who believed that married students were an asset to the school. Of those who did, the largest number said that married students were more stable, dependable, and mature. Others said married students were more purposive, industrious, and serious about school. Some of the principals said married students contributed to classes in group guidance and family life and that their mature behavior had a healthy effect on other students.⁴¹

In Illinois, Cavan and Beling found that fifty-two of the eighty-four principals considered married students a problem. Citing reasons, the principals said that married girls discussed intimate family living with other students; they glamorized marriage to the extent that it was likely to create a fad among the other students; the married students were irregular in school attendance and often became pregnant; they were no longer typical students; and/or they had too many adjustments to make.

³⁹Landis, op. cit., pp. 132-133.

⁴⁰Ibid., p. 133.

⁴¹Ibid., pp. 134-135.

In regard to married students as an asset, only four Illinois principals said that they were.⁴²

In general, married students appeared to be considered a problem rather than an asset. Only a few principals said they believed married students were an asset. Yet, strong cases were presented for both sides of the question.

⁴²Cavan and Beling, loc. cit.

CHAPTER III

PROCEDURES AND GROUP STUDIED

It was the purpose of this study to determine (1) the incidence of marriage among students in accredited public high schools of North Carolina; (2) the policies of the school systems regarding married students; and (3) the extent of family life education in the schools surveyed.

I. PROCEDURES

A survey questionnaire was developed for use in collecting data for the study. Similar surveys by Ivins⁴³ in New Mexico and Landis⁴⁴ in California served as a guide.

Description of the questionnaire. The questionnaire was designed as a booklet that included a cover letter and four pages of the questionnaire proper. (See Appendix B.) Return address and directions for mailing were printed directly on the cover. Thus, when the requested data had been recorded by the principal, mere folding of the booklet and sealing of the gummed flap made the questionnaire ready for return to the investigator.

In order that marriage rates might be determined, the number of

⁴³Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), pp. 77-84.

⁴⁴Judson T. Landis, "Attitudes and Policies Concerning Marriages Among High School Students," Marriage and Family Living, 18:128-136, May, 1956.

students enrolled in the ninth, tenth, eleventh, and twelfth grades was requested as well as the number of married students in each of those grades. Space was provided for recording the number of boys and girls separately.

A list of items pertaining to school policy in regard to married students was included in the questionnaire in order that the principal might indicate whether the school had a policy and, if so, select from the list where applicable. In the event that no item from the list applied, space was provided wherein the principal could specify the policy maintained in that school.

Comparable lists of items in relation to action taken regarding married students, policy pertaining to pregnancy among the married women students, and opinions of the principal concerning married students were included in the questionnaire.

Another group of items requested information regarding courses and units in family life education offered and the subject matter areas in which they were offered. The principal was requested to indicate the number of boys and girls, by grade, enrolled in the courses.

Other items in the questionnaire sought information concerning the school's counseling program, ways in which the school attempted to meet the needs of married students, and future plans of the school for meeting such needs. Space was allowed for the principal to specify the school personnel who assisted in providing information for the questionnaire.

Description of procedures. On March 2, 1960, a questionnaire, including cover letter, was mailed to the principal in each of the 844

accredited public high schools listed in the 1959-1960 North Carolina Educational Directory. In addition, the 174 county and city superintendents were sent copies of the questionnaire, with an explanatory letter, in order that they might know about the study and its purposes.

Two follow-up letters were sent, at three-weeks intervals, to the non-respondents. Each follow-up letter was accompanied by a self-addressed card which the principal could use to signify that the present questionnaire was forthcoming or that another copy was requested.

As the questionnaires were received they were checked for completeness, assigned a number, and classified according to race, type of school, and geographic location of school.

In order that the data might be machine processed each item in the questionnaire was assigned a code number to correspond to a column number on an IBM card. When the coding was completed the IBM cards were punched and verified. They were then sorted and counted on an IBM Card Sorting Machine and totals were recorded in tables prepared for that purpose. Data requiring summation were processed on a 402 IBM Accounting Machine.

II. GROUP STUDIED

Although questionnaires were mailed to 844 accredited public high schools in North Carolina, recent consolidation had given elementary status to six schools whose principals notified the investigator of their ineligibility. Thus, the total number of high schools contacted for the study was 838.

As shown in Table I, three-fourths of the 838 schools contacted were white and one-fourth were non-white. In regard to type, almost four-fifths were county schools and slightly more than one-fifth were city schools. According to geographic location almost one-seventh of the schools were located in the mountain area; nearly one-half were in the piedmont; and approximately two-fifths were in the coastal plain.

Return of questionnaires. Complete tabulation of responses showed that a total of 631, or 75.3 per cent, of the 838 schools responded to the questionnaires. Landis⁴⁵ reported a return of 61 per cent from 469 questionnaires sent; Ivins⁴⁶ reported returns from 57 per cent of 132 schools; and Cavan and Beling⁴⁷ reported a response of 58 per cent in a study that contacted 145 schools.

A comparison of responses according to race, type, and geographic location of school is presented in Figure 1, page 25. From a total of 626 white schools, 490, or almost four-fifths, responded; of 212 non-white schools, the response was 141, or nearly two-thirds. Of 648 county schools, 491, or three-fourths, responded. Responses from the city schools numbered 140, or almost three-fourths, of the 190 contacted. According to geographic location, responses were as follows: 89 of the 125 mountain schools, or more than two-thirds; 289 of the 394 piedmont schools, or almost three-fourths; 253 of the 319 coastal plain schools,

⁴⁵Landis, op. cit., p. 129.

⁴⁶Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), p. 11.

⁴⁷Cavan and Beling, op. cit., p. 293.

TABLE I
NUMBERS AND PERCENTAGES OF SCHOOLS CONTACTED, BY
RACE, TYPE OF SCHOOL, AND GEOGRAPHIC
LOCATION OF SCHOOL

Schools	Number Contacted	Per Cent of Total
White	626	74.7
Non-white	212	25.3
County	648	77.3
City	190	22.7
Mountain	125	14.9
Piedmont	394	47.0
Coastal Plain	319	38.1

* N= 838

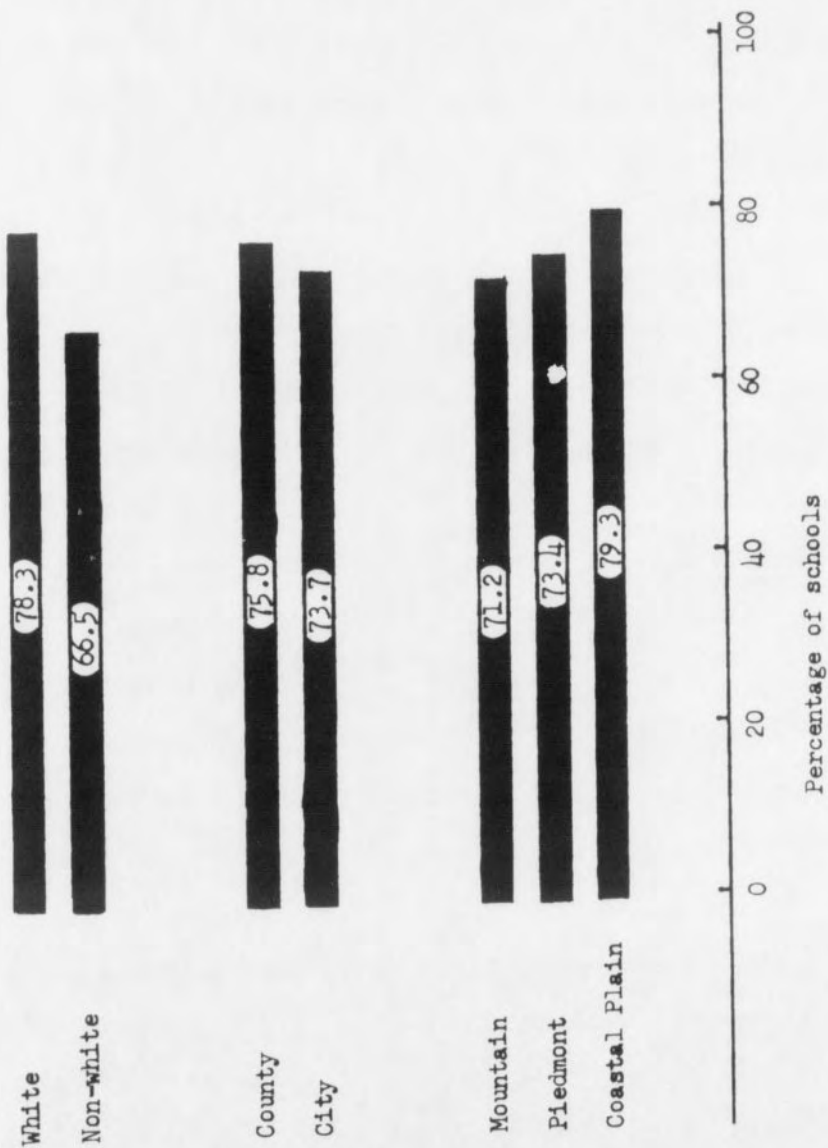


Figure 1

PERCENTAGE OF SCHOOLS RESPONDING TO QUESTIONNAIRE, BY RACE,
TYPE OF SCHOOL, AND GEOGRAPHIC LOCATION OF SCHOOL

or almost four-fifths.

On a percentage basis the response from white schools was almost 12 per cent greater than from non-white schools; from county schools it was 2 per cent greater than from city schools; from coastal plain schools it was 8 per cent greater than from mountain schools and almost 6 per cent greater than from piedmont schools. One explanation for the smaller percentage response from the mountain area may have been that many of those schools, because of snow, were closed for a considerable length of time after the questionnaires were mailed. Some of the piedmont schools were similarly affected, which may have influenced that response to some degree.

Persons providing information for the questionnaire. Of the 631 schools responding to the study, 608, or 96.5 per cent, included the names and positions of the persons who assisted with filling out the questionnaire. Of that 608, almost half (295) were completed by the principal alone. Another two-fifths (249) were completed by the principal with assistance from teachers, the school counselor, or (in a few instances) the school secretary. Only 10.5 per cent (64) of the 608 questionnaires were completed without indication of assistance from the principal. Those were completed by the counselor, home economics teacher, and/or other teachers.

From the number of schools indicating who provided information for the questionnaire, it appears that school administrators, generally, were willing to authenticate the statements in regard to married students.

CHAPTER IV

ANALYSIS OF THE DATA

The data collected from the 631 accredited public high schools of North Carolina were analyzed to determine (1) the incidence of marriage among students in grades nine through twelve; (2) policies of school systems regarding married students; and (3) the extent of family life education programs in the schools surveyed.

In this study the general hypothesis was that no significant relationship existed between the factors of race, type of school, or geographic location of school and: (1) policies regarding married students, (2) action taken in regard to married students, (3) opinions of principals in relation to married students, (4) the extent of family life education programs in the schools. Data in those areas were subjected to the chi-square test of independence to determine whether a significant relationship existed.

The formula for chi-square (X^2) is

$$X^2 = \frac{(f_o - f_e)}{f_e}$$

In this formula " f_o " is the frequency of occurrence of observed data and " f_e " is the expected frequency of occurrence based upon the hypothesis to be tested. In each case the difference between the number of observed and expected frequencies is squared and divided by the expected number. The sum of these quotients is chi-square. The number of degrees of freedom (df) is determined by the formula, $df = (r-1)(c-1)$, in which " r "

equals the number of rows and "c" equals the number of columns of data. With the given value of chi-square and the number of degrees of freedom, reference to a chi-square table determines the probability (P) that the obtained chi-square is significant. As observed frequencies closely approximate expected frequencies, chi-square is smaller and indicates closer agreement between observed data and those expected on the hypothesis. Conversely, the larger is chi-square, the greater is the probability of a real deviation of observed data from those expected or the greater is the probability that a true relationship exists.⁴⁸

An example, from this study, of the computation of chi-square is provided in Appendix C.

I. THE INCIDENCE OF MARRIAGE IN THE SCHOOLS SURVEYED

Of the 631 schools participating in the study, 515, or 81.6 per cent, reported having one or more married students enrolled.

Presence of married students. The data with regard to the presence of married students in the schools are presented in Table II. A larger percentage of white schools reported having married students enrolled than was true of the non-white schools. In like manner the percentage of county schools was somewhat greater than city schools. A greater percentage of schools in the mountain area reported having married students enrolled than did schools in the coastal plain. According to geographic location, the smallest percentage of schools reporting the

⁴⁸Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1947), pp. 241, 251-53.

TABLE II
NUMBERS AND PERCENTAGES OF SCHOOLS REPORTING PRESENCE
OF MARRIED STUDENTS, BY RACE, TYPE, AND
GEOGRAPHIC LOCATION OF SCHOOL

Schools	* Number In Study	Number Reporting Married Students	Per Cent
White	490	415	84.7
Non-white	141	100	70.9
County	491	411	83.7
City	140	104	74.3
Mountain	89	81	91.0
Piedmont	289	227	78.5
Coastal Plain	253	207	81.8

* N= 631

presence of married students was found in the piedmont area.

Marriage rates. An enrollment of 189,747 students was reported in the 631 schools participating in the study. Principals indicated that 2,521, or 1.3 per cent, of the students were known to be married. In some schools the number of married students was as much as 6.4 per cent of the total enrollment. The greatest number of married students reported in any one school was 42.

A comparison of the number married with the number enrolled, as shown in Table III, revealed that the marriage rate was higher in the white schools than in the non-white. The marriage rate was higher in the county schools than in the city and higher in the mountain schools than in the coastal plain. The lowest marriage rate, according to geographic location, was in the piedmont schools.

In the white and county schools the higher marriage rate paralleled the higher percentage reporting the presence of married students and the greater response to the study. However, that trend did not continue according to geographic location. Although showing the smallest response to the study, the mountain area showed the greatest percentage of schools reporting the presence of married students and had the highest marriage rates.

Girls versus boys. Of the 2,521 students known to be married, 2,064 were girls and 457 were boys, or 81.9 per cent were girls and 18.1 per cent were boys. On a percentage basis, as shown in Table IV, page 32, girls outnumbered boys more than four to one in white, county, city, mountain, piedmont, and coastal plain schools. The girls outnumbered the boys approximately two to one in the non-white schools.

TABLE III
COMPARISON OF ENROLLMENTS AND STUDENT MARRIAGES IN 515 SCHOOLS,
BY RACE, TYPE OF SCHOOL, AND GEOGRAPHIC LOCATION
OF SCHOOL

Schools	Enrollment*	**	Per Cent
		Number of Married Students	
White	147,218	2210	1.5
Non-white	42,529	311	0.7
County	124,492	1801	1.4
City	65,255	720	1.1
Mountain	29,367	503	1.7
Piedmont	91,990	1144	1.2
Coastal Plain	68,390	874	1.3

* Total enrollment was 189,747.

** Total number of married students was 2,521.

TABLE IV

NUMBERS AND PERCENTAGES OF MARRIED STUDENTS, BY RACE, TYPE OF SCHOOL, AND GEOGRAPHIC LOCATION OF SCHOOL

Schools	Total Married Students	Married Girls		Married Boys	
		No.	Per Cent	No.	Per Cent
White	2210	1850	83.7	360	16.3
Non-white	311	214	68.8	97	31.2
County	1801	1470	81.6	331	18.4
City	720	594	82.5	126	17.5
Mountain	503	406	80.7	97	19.3
Piedmont	1144	928	81.1	216	18.9
Coastal Plain	874	730	83.5	144	16.5
Total	2521	2064	81.9	457	18.1

Principals reported only 121 student marriages in which both members of the couple were continuing in school.

Student marriages and grade in school. The data with regard to student marriages and grade in school are presented in Table V. Of the 2,521 students known to be married, more than half were in the twelfth grade; almost a fourth were in the eleventh grade; approximately an eighth were in the tenth grade; and about a sixteenth were in the ninth grade. In other words, with each upward progression by grade level the percentage of married students nearly doubled. Between the eleventh and twelfth grades the percentage more than doubled.

As shown in Figure 2, page 35, twelfth grade girls accounted for nearly half of the total number of married students; eleventh grade girls for nearly a fifth; and tenth grade girls for a tenth. Twelfth grade boys accounted for more than a tenth of all married students, but the other three grades had comparatively few married boys.

Married students employed. Of the 2,521 students known to be married, principals reported a total of 511, or 20.3 per cent, were employed for remuneration. Approximately half (236) of that number worked from one to nineteen hours per week; more than a fourth (123) worked from twenty to thirty-nine hours per week; and somewhat more than a sixth (77) worked forty or more hours per week. Another sixth (75) were reported as employed, but the number of hours was not known by the schools. No attempt was made to determine whether the employed married students were predominantly boys or girls.

Non-white, city, and piedmont schools accounted for the highest percentage of working married students. One possible explanation may be

TABLE V

NUMBERS AND PERCENTAGES OF MARRIED GIRLS AND MARRIED BOYS, BY GRADE LEVEL

Grade	Total Married		Married Girls		Married Boys	
	No.	Per Cent	No.	Per Cent of All Married Girls	No.	Per Cent of All Married Boys
Twelfth	1145	57.3	1140	55.2	305	66.7
Eleventh	600	23.8	495	24.0	105	23.0
Tenth	306	12.1	267	12.9	39	8.5
Ninth	170	6.8	162	7.9	8	1.8
Total	2521	100.0	2064	100.0	457	100.0

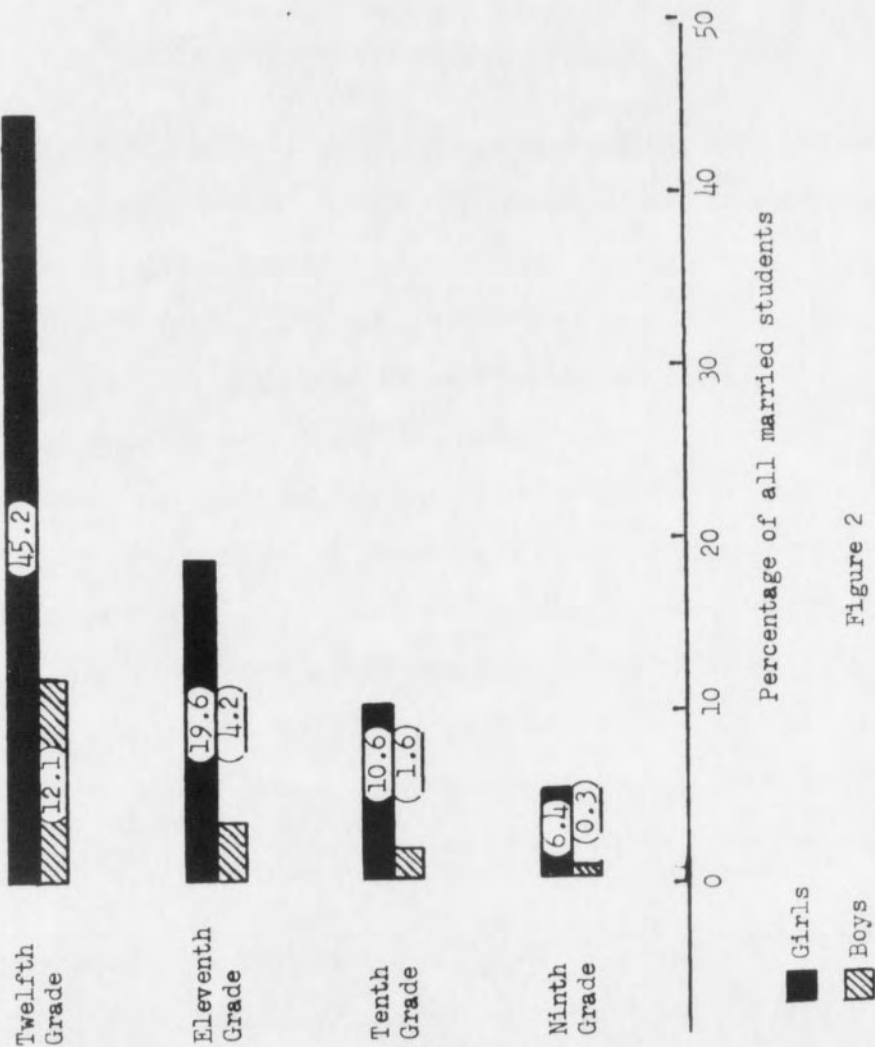


Figure 2

PERCENTAGES OF MARRIED GIRLS AND MARRIED BOYS IN TOTAL
ENROLLMENT, BY GRADE LEVEL

the likelihood of a greater number of work opportunities in the urban piedmont area of North Carolina.

II. SCHOOL POLICIES IN REGARD TO MARRIED STUDENTS

Of the 631 schools participating in the study, 329, or more than half, indicated they had no policy in regard to married students. A total of 302 schools reported the existence of some kind of policy for dealing with student marriages.

Existence of policies. Table VI shows the numbers and percentages of schools maintaining a policy in regard to married students. A greater percentage of the white schools maintained a policy than was true of the non-white schools. As shown in Table III, page 31, the marriage rate was higher in the white schools also. While county schools reported a higher marriage rate than did city schools, the two showed the same percentage of schools maintaining a policy. Although reporting a higher marriage rate than the coastal plain or piedmont schools, the mountain schools reported a considerably smaller percentage maintaining a policy in regard to married students.

Comparison of data in Table VI with those in Table I, page 24, shows that the percentage of schools reporting the presence of married students is nearly double the percentage reporting the existence of a policy for dealing with them.

Description of policies. As shown in Figure 3, page 38, the greater number of schools (94) maintained a policy consisting of action determined in individual cases. Another forty-four schools reported a policy consisting of a decision made by the principal. Comments from a

TABLE VI

NUMBERS AND PERCENTAGES OF SCHOOLS REPORTING EXISTENCE OF A POLICY
IN REGARD TO MARRIED STUDENTS, BY RACE, TYPE OF SCHOOL,
AND GEOGRAPHIC LOCATION OF SCHOOL

Schools	Number in study	Number with policy	Per Cent
White	490	239	48.8
Non-white	141	63	44.7
County	491	235	47.9
City	140	67	47.9
Mountain	89	31	34.8
Piedmont	289	133	46.0
Coastal Plain	253	138	54.5
Total	631	302	47.9

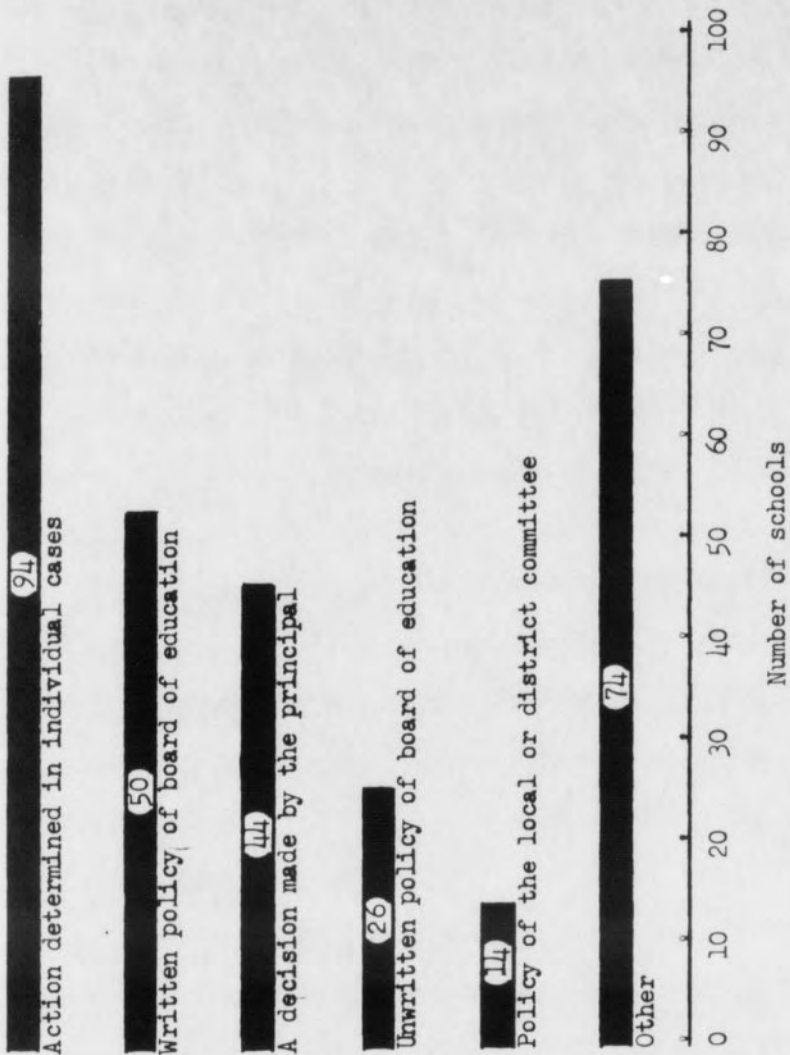


Figure 3

POLICY IN REGARD TO MARRIED STUDENTS, AS REPORTED
BY PRINCIPALS IN 302 SCHOOLS

considerable number of principals caused the investigator to question whether the 138 practices reported could be considered policies in the true sense of the word. In effect, they appeared to be judgments passed by the principal, dependent upon his own discretion and the circumstances of the case at hand.

From a total of 302 schools reporting existence of a policy, only ninety indicated participation of the board of education or school committee in making the policy.

Specifications of "other" policies revealed the following general categories: (1) a decision made by the superintendent, (2) a policy of the local faculty, (3) a combination of two or more of the previously mentioned policies, and (4) ruling of the North Carolina Attorney General regarding the right of a married pupil to attend school. One principal specified "community influence" but did not explain what he meant by that.

It appears that many schools, lacking a definite policy for dealing with married students, took action according to the principal's evaluation of the case at hand.

Action taken in regard to married students. In order to further describe school policies, principals were requested to specify the nature of the action taken in regard to married students. Although 302 principals reported the existence of a policy, only 295 described the action taken.

While 336 principals indicated that no specific action was taken, some added comments in that respect. The one most frequently added was, in effect, that "married students are treated the same as other students." In most instances that statement contained the proviso "if they conduct

themselves suitably." A few principals who indicated no action said that married students would be "allowed" to stop school if they wished.

The data in Figure 4 show that the action taken in the greatest number of schools was to restrict married students' participation in certain extra-curricular activities. Such action was most often taken in regard to athletics. Other restrictions in this area in order of number of times checked by the principals included restriction from participation in (1) social activities, (2) music and dramatics, (3) academic and honor clubs, (4) forensic, (5) holding offices, (6) trips and tours, and (7) cheerleading.

Forty-three principals said that married students were restricted from participation in all extra-curricular activities.

Thirty-one principals reported that a hearing before the board of education was required before the married student would be permitted to return to school. In a few schools this involved the student's spouse and/or parents.

Fifteen principals said that students who married were temporarily suspended from school. The length of time, in different schools, varied from one week to one year. However, one principal said that married students were suspended until their class graduated; then, they were allowed to return to school. In explanation of the suspension policy one principal said it allowed time for the student to adjust to the "newness" of marriage and tended to curb discussions of personal marital experiences with other students.

Although the ruling of the North Carolina Attorney General states that "the mere fact that a pupil has contracted a lawful marriage will

133
Restriction from participation in certain extra-curricular activities

43
Restriction from participation in all extra-curricular activities

31
Required hearing before board of education

15
Temporary suspension

11
Permanent expulsion

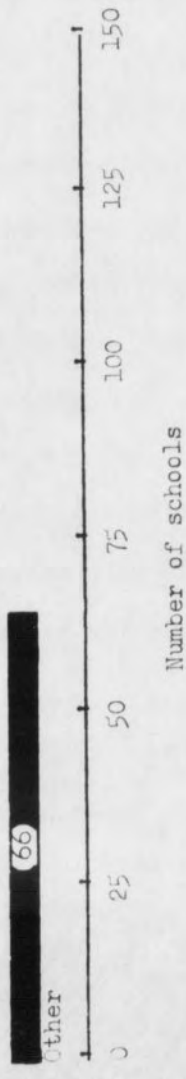


Figure 4

ACTION TAKEN IN REGARD TO MARRIED STUDENTS, AS REPORTED
BY PRINCIPALS IN 295 SCHOOLS

not deprive such student of the right to attend the public schools,"⁴⁹ eleven principals said that students who married were expelled from school. One principal said that "students should choose between school and marriage."

Explanation of "other action" revealed, in thirty-five schools, that a conference with the principal and/or counselor was required prior to the student's return to school. In a few instances the parents and/or spouse of the student were asked to attend the conference. Although not specified, the conferences may have been held for the purpose of encouraging the student's continuing in school. On the other hand, they may have been held for the purpose of outlining more exacting conditions under which the student would be permitted to remain in school.

One principal said that members of a couple were assigned to separate schools. Others said action was based upon the circumstances of the individual case.

From the descriptions given by the principals it appears that action taken in regard to married students was usually negative in approach and imposed more exacting conditions than existed for the student prior to marriage.

Policies regarding pregnant married students. Of the 631 schools participating in the study, 588 responded to the question relative to school policy in regard to married students who became pregnant during the school year.

⁴⁹Biennial Report of the Attorney General of the State of North Carolina 1954-1956, Vol. 33, p. 16.

A total of 127 principals said they maintained no policy in regard to pregnant married students. A considerable number qualified that response with the comment that a policy was unnecessary since the student withdrew when the pregnancy became known. Some principals said they approved and encouraged that practice.

Data relative to policies regarding pregnant married students are presented in Figure 5. Of the 461 principals who described a policy in regard to pregnant married students, 202, or almost half, dismissed the student as soon as the pregnancy was known. Another 101 dismissed the student as soon as the pregnancy was observable. Thirty-nine of the principals said they dismissed the student during the latter stages of pregnancy. However, a few indicated they would allow the girl to complete the current semester. Some said dismissal would or would not be effected dependent upon "the time of the school year" that the pregnancy became known.

Forty-nine principals said that a pregnant married student was permitted to attend school as long as she felt capable.

Maternity leave was granted in twenty-four schools, and the student was granted permission to make up work. Nine schools handled each case on an individual basis. Seven schools suspended pregnant married students for a specified length of time. In different schools the suspension period varied from three months after the child was born to two years afterward. The time for starting the suspension period, in those instances, was not specified.

Thirty principals reported "other policies." Descriptions revealed the following general categories: (1) senior girls who became

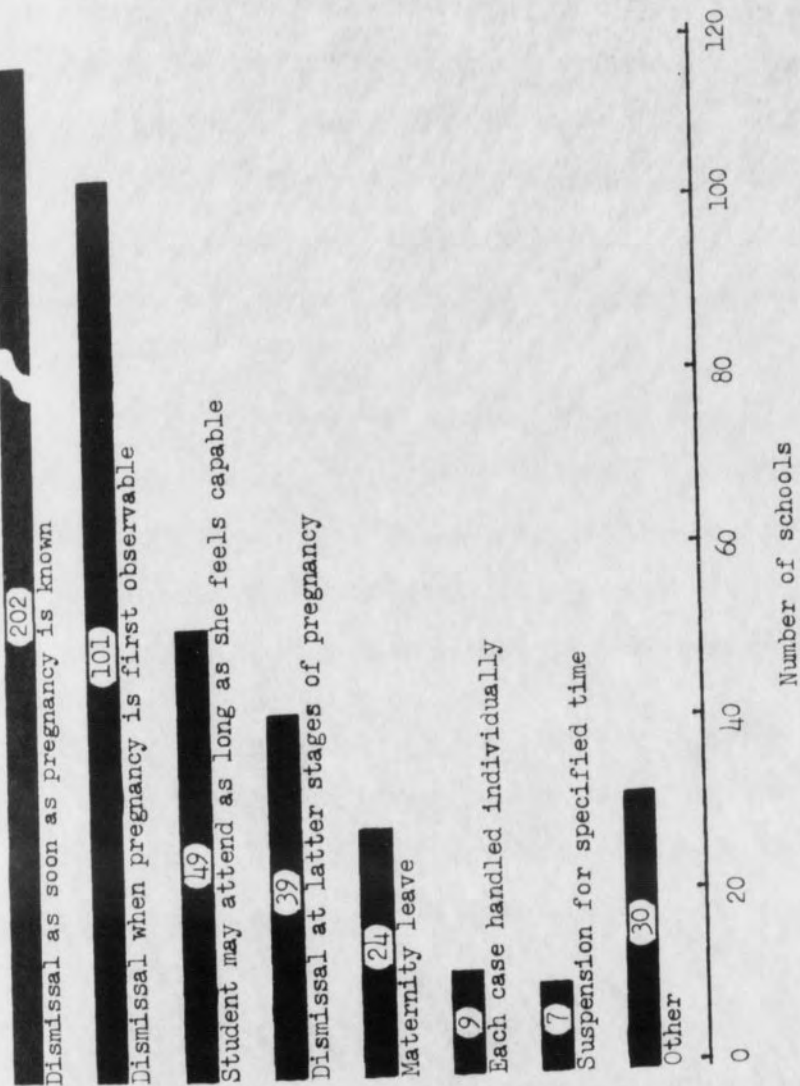


Figure 5
POLICY REGARDING PREGNANT MARRIED STUDENTS, AS REPORTED
BY PRINCIPALS IN 461 SCHOOLS

pregnant were allowed to continue in school; girls in other grades were dismissed as soon as the pregnancy became known; (2) student dismissed as soon as pregnancy became known, but with permission from board of education, allowed to return to school after the child's birth; (3) pregnant married girl permitted to attend school as long as the pregnancy did not "become embarrassing to the girl, herself, or to other students."

Considerably more schools apparently took action in regard to married students who became pregnant than was true regarding student marriages.

As described by the principals, more than three-fourths of the 461 policies regarding pregnancy had the net effect of removing the student from school as soon as the pregnancy was apparent or was known. Statements from the principals gave little evidence that encouragement or guidance relative to completing high school was provided the girls.

Opinions of Principals in Regard to Married Students

Principals were given the opportunity to express opinions as to whether they considered married students an asset or a problem to the school. They were also asked to explain why they held the opinion indicated.

Married students as an asset. In regard to whether married students were an asset to the school, 584 principals responded. As shown in Figure 6, relatively few (77) of the principals said married students were an asset; approximately three-fourths (446) said married students were not an asset; and another group (61) was undecided.

Of the seventy-seven principals who indicated the belief that

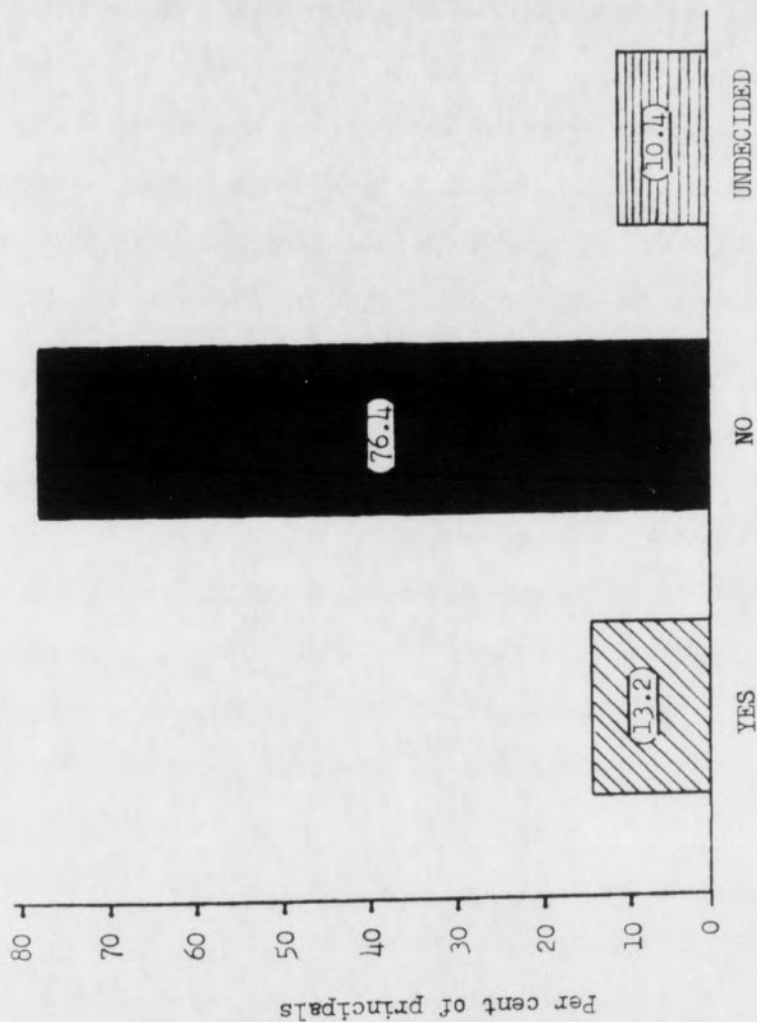


Figure 6
 OPINIONS OF PRINCIPALS IN 584 SCHOOLS REGARDING
 MARRIED STUDENTS AS AN ASSET

married students were an asset, thirty-six added the comment that married students were "more purposeful" or "more serious" in their outlook and were a good influence on other students. Eight principals were of the opinion that married students did better schoolwork and showed scholastic improvement.

Among the sixty-one principals who were undecided, the opinion most often expressed was that marriage, itself, made little, if any, difference. Further explanation indicated that if the student did good schoolwork prior to marriage the situation did not usually change after marriage or if the student did poor schoolwork prior to marriage the same was generally true afterward.

Married students as a problem. Six hundred and three principals responded to the question concerning married students as a problem to the school. As shown in Figure 7, somewhat more than half (356) said they believed married students were a problem; almost two-fifths (226) said they were not a problem; and a few (21) were undecided.

While a considerable number of principals apparently did not consider married students an asset, a fairly large number did not regard them as a problem.

Problem for whom. Principals were asked if they believed married students constituted a problem for the principal, the teachers, other students, the married students themselves, or the community. As shown in Figure 8, page 49, the majority (281) of principals were of the opinion that married students constituted a problem for other students. The principals next, in the order mentioned, considered them a problem for the married students themselves (238), the teachers (188), the princi-

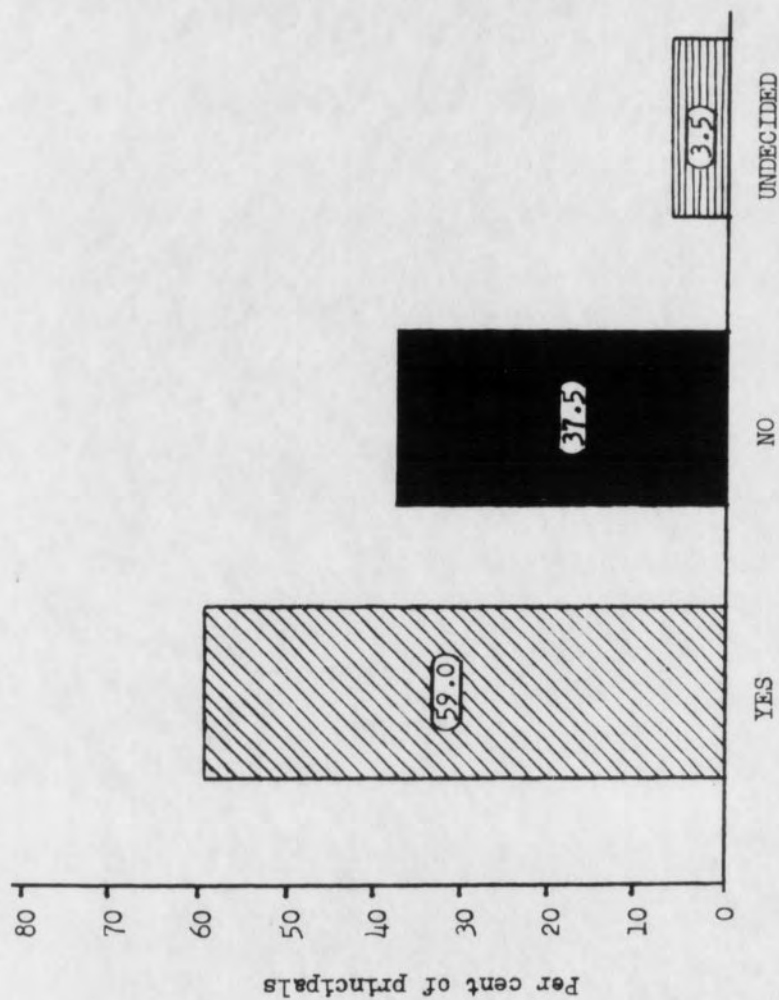


Figure 7

OPINIONS OF PRINCIPALS IN 603 SCHOOLS REGARDING
MARRIED STUDENTS AS A PROBLEM

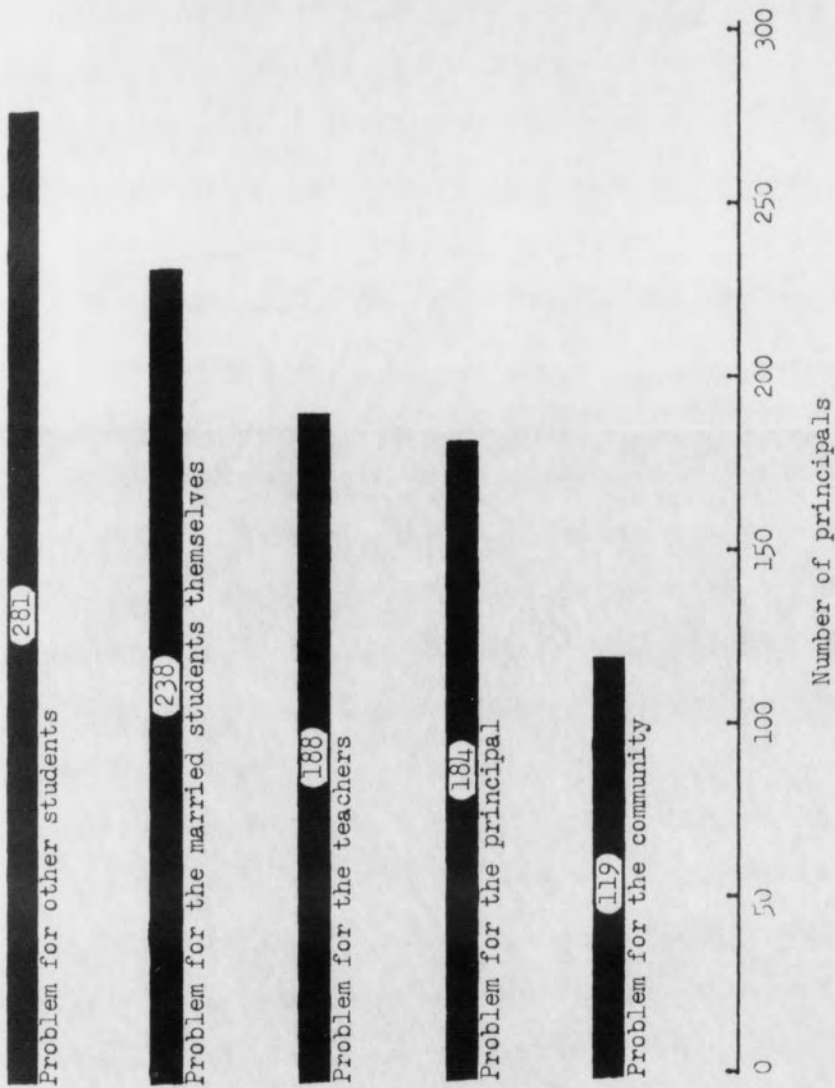


Figure 8

COMPARISON OF OPINIONS WITH REGARD FOR WHOM MARRIED STUDENTS
CONSTITUTED A PROBLEM, AS INDICATED BY PRINCIPALS
IN 603 SCHOOLS

pal (184), and the community (119).

Seriousness of the problem. In order to further describe the problem, principals were given the opportunity to indicate their beliefs with regard for whom the problem of married students was considered most serious. As shown in Figure 9, a greater number (180) said the problem was most serious for other students. Next, in the order mentioned, the principals indicated the problem was most serious for the married students themselves (154), for the principal (46), for the teachers (33), and for the community (19).

Within the group studied the greatest number of principals held the opinion that married students constituted a problem for other students and that the problem was most serious for other students.

Type of problem. Principals were requested, if they considered married students a problem, to describe the problem as they saw it. Of the 356 principals who said married students were a problem, 269 gave reasons why they held that opinion.

As shown in Figure 10, page 52, the most common reason given for considering married students a problem was that they were thought to influence other students to marry. One principal said that high school marriages "seem to be contagious--one touches off several more." Other principals expressed the opinion that married high school students, because of the brief span of their marriage, tended to glamorize it and, thus, encourage other student marriages.

Another reason given by thirty-four principals for viewing married students as a problem was that they were thought to discuss personal marital experiences with other unmarried students.

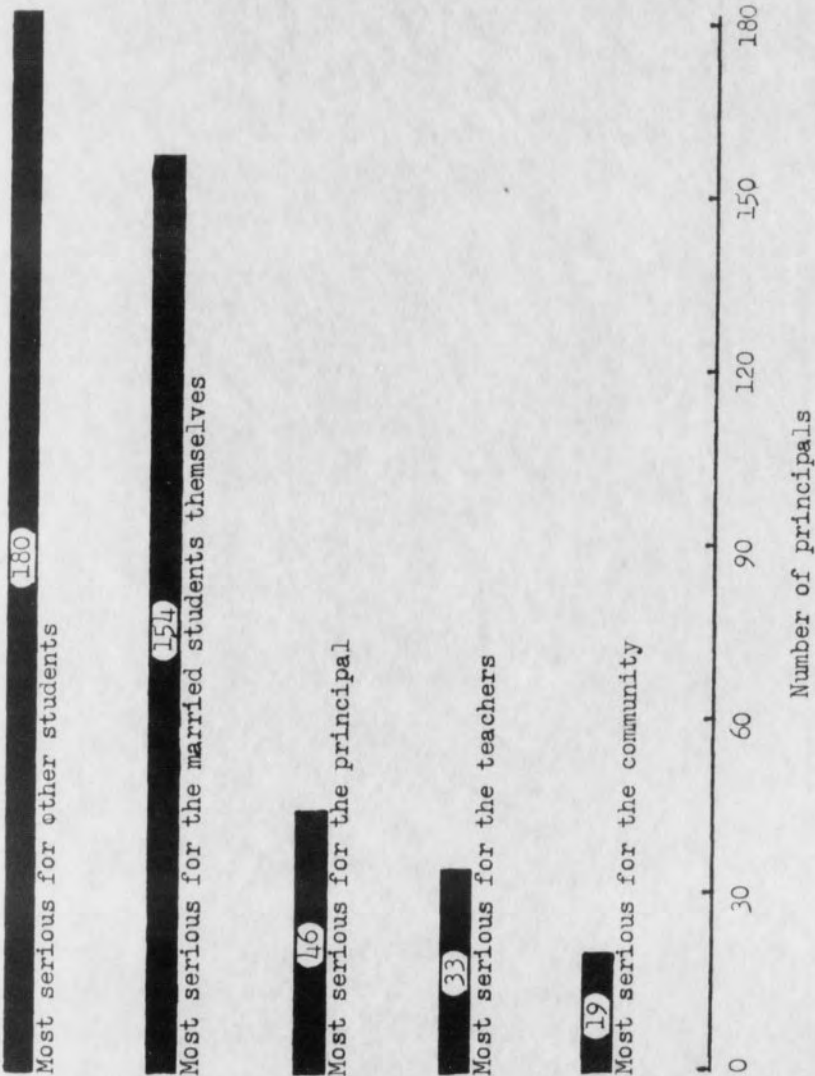


Figure 9

COMPARISON OF OPINIONS WITH REGARD FOR WHOM THE PROBLEM OF MARRIED STUDENTS WAS MOST SERIOUS, AS INDICATED BY 432 PRINCIPALS

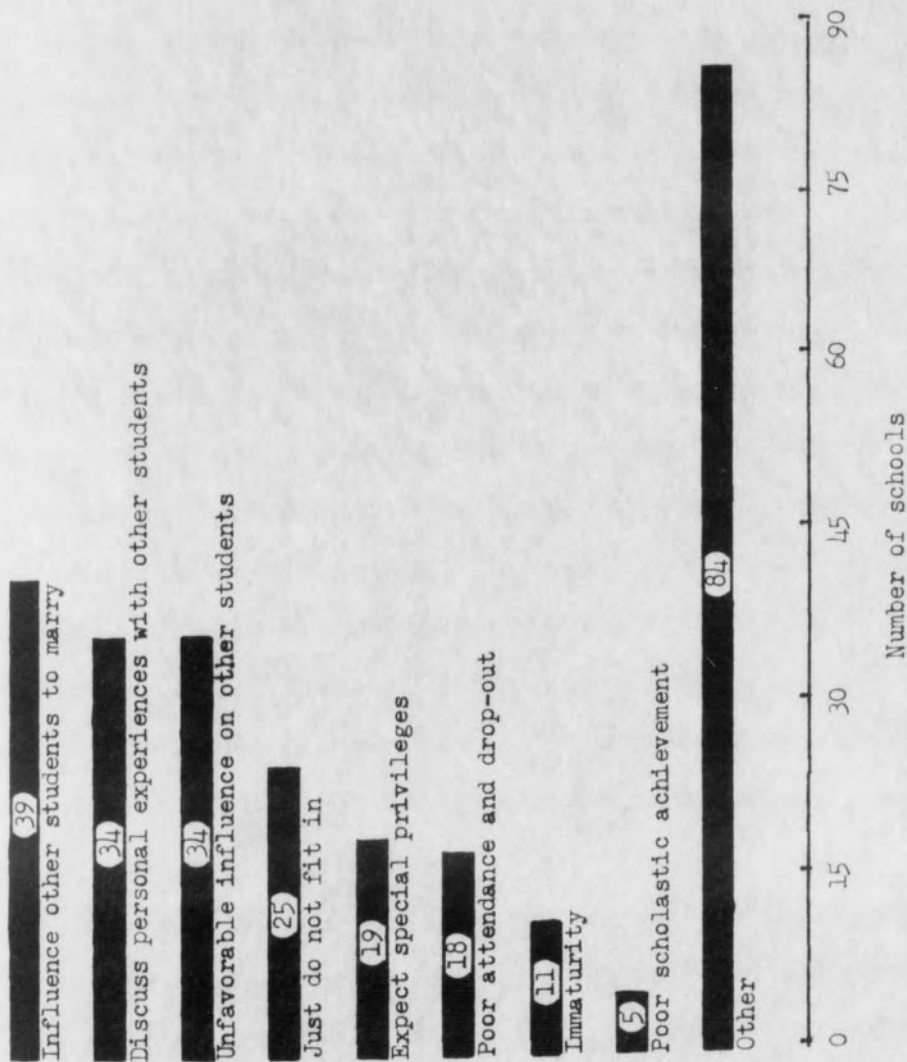


Figure 10

COMPARISON OF TYPES OF PROBLEMS CREATED BY MARRIED STUDENTS,
AS DESCRIBED BY PRINCIPALS IN 269 SCHOOLS

Another thirty-four principals expressed the opinion that married students were an unfavorable influence on other students, but gave no description of the unfavorable element.

Twenty-five principals found the married students a problem because they did not "fit in." One principal said the presence of married students "disrupts the unity of the student body." Another said the married students were resented by the unmarried students. Still another said that "the school program is not set up for married people."

Nineteen principals indicated, as a reason for considering married students a problem, the belief that they expected special privileges. Some said that married students were not as cooperative with school schedules and programs as were the unmarried students. Others expressed the opinion that married students, because of additional home duties, expected special consideration in school.

Eighteen principals who indicated married students were a problem said they were poor in attendance and/or dropped out of school. Some expressed the opinion that married students showed a change of interests and lost interest in schoolwork.

Eleven principals suggested that married students were a problem because of their immaturity. One principal said that high school students, in his opinion, were "not mature enough to cope with the responsibilities of marriage."

A few principals expressed the opinion that married students were a problem because they were unable to "keep pace" with the other students. They had the opinion that married students allowed home duties to take priority over schoolwork. Other reasons why married students were con-

sidered a problem by the principals included "little or lack of participation in school activities," "financial problems," "pregnancy or rumors of pregnancy," and "criticism from citizens in the community."

It appears that whether a married student was thought of as a problem or as an asset may have depended upon point of view or factors other than marriage itself.

III. THE EXTENT OF FAMILY LIFE EDUCATION PROGRAMS IN THE SCHOOLS SURVEYED

In order to determine the extent of family life education programs in the schools surveyed, the principals were asked to give information regarding units and courses offered in that area. To serve as a guide, family life education was defined as personality development, preparation for marriage, understanding roles of family members, adjustment to marriage, and understanding children at different stages of growth.

Courses offered. From a total of 611 principals who responded to the question, 470, or more than three-fourths, reported that no course, as such, was offered. Only 137, or slightly more than a fifth, reported that a family life education course was offered. Sixty, or less than a tenth, said that one-semester courses were offered. Seventy-seven, or barely more than a tenth, said that two-semesters courses were offered. Of the four principals who specified "other," only one told what it was. That was a "family life education week," but no details of its content were given.

Subject areas in which courses were offered. As shown in Table VII, almost nine-tenths of the 137 principals reporting said family life

TABLE VII
SUBJECT AREAS IN WHICH COURSES IN FAMILY LIFE EDUCATION
WERE OFFERED, AS REPORTED BY PRINCIPALS
IN 137 SCHOOLS

Subject Area	Number of Principals Reporting	Per Cent
Home Economics	123	89.8
Sociology	41	29.9
Physical Education	11	8.0
Biology	9	6.6
Other	6	4.4

education courses were offered in the area of home economics; more than a fourth specified sociology; and somewhat less than a tenth specified physical education. The biology department offered courses in family life education according to 6.6 per cent of the principals. In addition, 4.4 per cent of the principals said courses were offered in areas other than those mentioned, but did not specify the subject area.

Students enrolled in family life education courses. The principals reported a total of 6,884 students enrolled in family life education courses. Of that number 4,970 were girls and 1,914 were boys, or 72.2 per cent were girls and 27.8 per cent were boys.

As shown in Table VIII, a comparison of enrollments indicated that only 3.6 per cent of the total student population reported was registered in family life education courses. If that rate held true, at the end of four years of high school less than fifteen per cent of the student population would have been enrolled in a family life education course.

Units in family life education. Principals were asked to specify subject areas in which a unit or units in family life education were offered. As shown in Table IX, page 58, almost all of the responding principals reported units in family life education offered in the area of home economics. Somewhat less than half reported units in sociology; approximately a fourth indicated biology; and more than a fifth indicated physical education. A small percentage of the principals reported units in other subject areas such as guidance, health, psychology, agriculture, and general business.

Efforts to meet the needs of married students. Principals were asked to describe any special attempts to meet the needs of married

TABLE VIII

COMPARISON OF ENROLLMENTS IN FAMILY LIFE EDUCATION COURSES
WITH STUDENT POPULATION, BY GRADE LEVEL

Grade Level	* Student Population	** Number Enrolled In F.L.E. Courses	Per Cent
Twelfth	36,299	2,733	7.5
Eleventh	45,039	1,233	2.7
Tenth	51,120	1,514	3.0
Ninth	57,289	1,404	2.5
Total	189,747	6,884	3.6

* Student population based on 631 responses.

** Number enrolled in courses based on 611 responses.

TABLE IX

SUBJECT AREAS IN WHICH UNITS IN FAMILY LIFE EDUCATION WERE OFFERED,
AS REPORTED BY PRINCIPALS IN 504 SCHOOLS

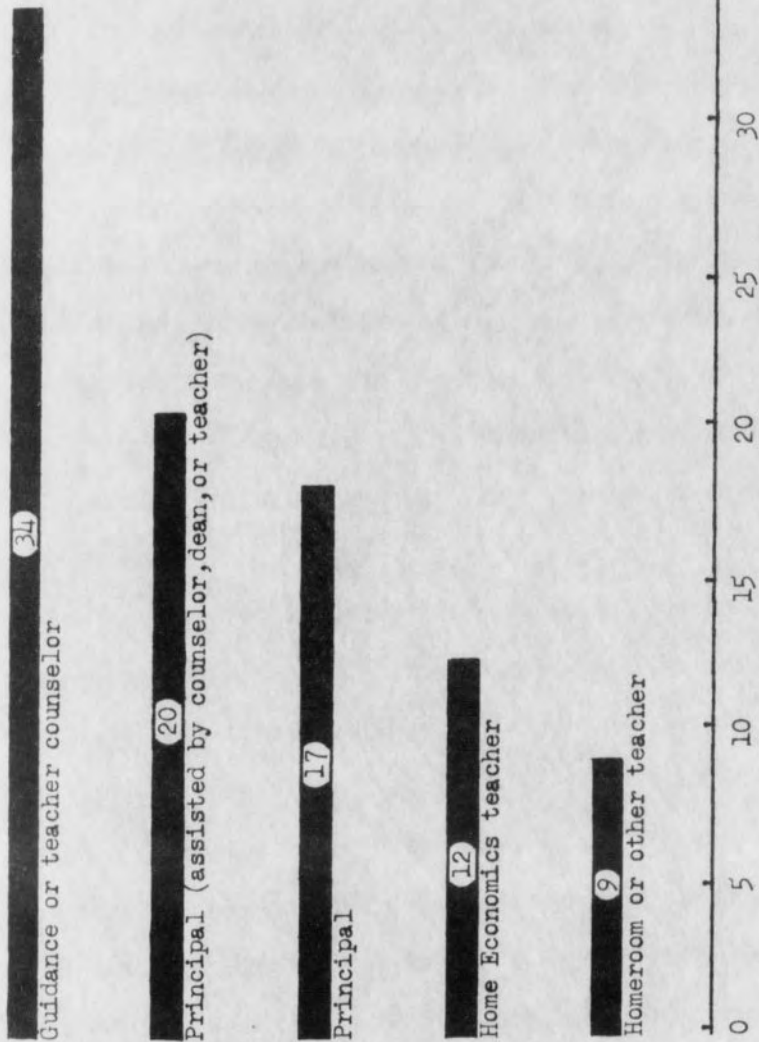
Subject Area	Number of Principals Reporting	Per Cent
Home Economics	484	96.0
Sociology	212	42.1
Biology	135	26.8
Physical Education	120	23.8
Guidance	7	1.4
Health	7	1.4
Psychology	5	1.0
Agriculture	4	0.8
General Business	3	0.6
Other	7	1.4

students including future plans for meeting such needs. In response to the question regarding a planned program of counseling for married students, only 92 said they had such a program. Brief descriptions provided by 81 of the principals gave few details. However, twenty-three said the counseling for married students included "general counseling." Twenty-eight said counseling with married students was in regard to conduct, schoolwork, and vocations. Thirteen said there was individual counseling for married students, but did not make it clear what was included. Six principals reported regularly scheduled conferences with married students. Six others said the principal or counselor met with married students as the need arose. Others reported counseling with both members of a couple or with the married student and parents.

As shown in Figure 11 the counseling was done by a variety of persons in the different schools. Principals in thirty-four schools indicated it was done by the guidance or teacher counselor; in twenty, by the principal with assistance from counselor, dean, or teacher; in seventeen, by the principal alone; in twelve, by the home economics teacher. Others specified homeroom teacher and/or other teacher.

From the statements of the principals there appeared to be little counseling planned for married students. Descriptions were brief and, thus, the exact nature of the existing programs was not very clear.

Four hundred one principals responded to the question concerning special ways, other than counseling, in which the school was trying to meet the needs of married students. A total of 343, or 85.5 per cent, said nothing was being done. A considerable number added the comment that there was no need. It is not known by the investigator whether



Number of schools

Figure 11

SCHOOL PERSONNEL RESPONSIBLE FOR COUNSELING PROGRAM FOR
MARRIED STUDENTS, AS INDICATED BY PRINCIPALS
IN 92 SCHOOLS

those principals believed that existing practices took care of all needs. A few said they would like to do more than was presently being done, but they did not have adequate staff for undertaking the job.

On the positive side fifteen principals said they tried to meet the needs of married students through the guidance or general counseling program and/or study groups with the home economics teacher. Ten said they encouraged married students' continuing in school and tried to help them solve their home problems. Seven said schedules were adjusted for married students (accelerated programs, permission to leave early for work, home assignments for pregnant students). Other special ways of meeting needs included "planned activities," special chapel programs, and question boxes. Three principals specified "evening classes," but gave no details.

As was true in regard to counseling programs for married students a small percentage of principals reported other ways of trying to meet the needs of married students.

Future plans for meeting needs of married students. In regard to the question concerning future plans for meeting the needs of married students, 411 principals responded. Of that number, 342, or 83.2 per cent, said they had no future plans. A considerable number added that there was no need for a plan. Could it be that those principals did not expect to enroll married students in the future? An additional eighteen said they would make plans as the need arose.

Of the fifty-one principals who reported future plans, ten said they intended to provide more guidance and helpful literature; eight would follow the plans of the local or county board of education, if or

when such plans were made; seven said they planned to treat married students just as other students; six planned to add a family life education course to the existing curriculum. Others said they hoped to offer more evening classes and/or classes in industrial education.

Additional comments by principals. Three hundred sixty-six principals took advantage of the opportunity to write additional comments at the end of the questionnaire. In general no additional information was included in the comments. They were, in effect, restatements of opinions expressed earlier in the questionnaire. However, fourteen principals expressed a need for a uniform policy for dealing with student marriages. Six others expressed the opinion that additional emphasis should be placed upon family life education in the schools.

IV. RACE, TYPE OF SCHOOL, AND GEOGRAPHIC LOCATION OF SCHOOL AS FACTORS

Data were subjected to the chi-square test of independence to determine whether a significant relationship existed between certain practices and opinions of principals regarding married students and the factors of race, type of school, or geographic location of school.

Race and policy regarding married students. As shown in Table X, there was a significant relationship between race and policy regarding married students beyond the .02 level of significance. Therefore, the null hypothesis which declares that no significant relationship exists was rejected. Further analysis indicated that somewhat more white schools than would be expected maintained a written policy of the board of education. Somewhat fewer non-white schools than would be expected

TABLE X

ANALYSIS OF CERTAIN DATA ACCORDING TO RACE, BY APPLICATION OF CHI-SQUARE TEST

Relationship between race and:

Policy regarding married students	$\chi^2 = 13.536, df = 5, P < 0.02$
Action taken regarding married students	$\chi^2 = 14.545, df = 4, P < 0.01$
Policy regarding pregnant married students	$\chi^2 = 10.554, df = 5, P < 0.10$
Opinions of principals regarding married students as an asset	$\chi^2 = 6.906, df = 2, P < 0.05$
Opinions of principals with regard for whom married students constituted a problem	$\chi^2 = 3.876, df = 4, P < 0.50$
Extent of family life education	$\chi^2 = 21.622, df = 2, P < 0.01$

maintained that policy. A smaller proportion of the white schools than would be expected maintained a policy consisting of action determined in individual cases. A greater proportion of non-white schools than would be expected maintained that policy. One possible explanation for the greater proportion of non-white schools maintaining a policy of action determined in individual cases may be that marriage rates were lower and a smaller percentage had married students enrolled than was true of white schools.

Race and action taken in regard to married students. There was a significant relationship between race and action taken regarding married students beyond the .01 level of significance. (See Table X.) Therefore, the null hypothesis which states that no significant relationship exists was not supported. The data showed that somewhat fewer white schools than would be expected suspended married students (temporarily or permanently) or restricted their participation in certain extracurricular activities. Proportionally more non-white schools than would be expected took such action.

Race and policy regarding pregnant married students. A chi-square value significant beyond the .10 level of significance indicated a trend toward a relationship between race and policy regarding pregnant married students. (See Table X.) Further analysis indicated that a greater proportion of the white schools than would be expected dismissed the student as soon as the pregnancy was known. A smaller proportion of the non-white schools than would be expected followed such a policy. Somewhat fewer white schools than would be expected dismissed the student during the latter stages of pregnancy. Somewhat more non-white schools than

would be expected dismissed the student during the latter stages of pregnancy.

Race and opinions of principals regarding married students as an asset. As shown in Table X, page 63, there was a significant relationship between race and opinions of principals regarding married students as an asset beyond the .05 level of significance. Therefore, the null hypothesis which declares that no significant relationship exists was rejected. Further analysis indicated that somewhat fewer white principals than would be expected had the opinion that married students were an asset. Somewhat more non-white principals than would be expected had that opinion. A greater proportion of white principals than would be expected had the opinion that married students were not an asset. A smaller proportion of non-white principals than would be expected had that opinion.

Race and opinions of principals with regard for whom married students constituted a problem. There was no evidence that a significant relationship existed between race and opinions of principals with regard for whom married students constituted a problem. (See Table X, page 63.) Therefore, the null hypothesis which states that no significant relationship exists was supported.

Race and extent of family life education. It may be seen in Table X, page 63, that a significant relationship existed between race and extent of family life education beyond the .01 level of significance. Therefore, the null hypothesis which declares that no significant relationship exists was rejected. Further analysis indicated that somewhat fewer white schools than would be expected reported courses offered in family life

education. Somewhat more non-white schools than would be expected reported courses offered in family life education.

Type of school and policy regarding married students. A chi-square value significant beyond the .10 level of significance indicated a trend toward a relationship between type of school and policy regarding married students. (See Table XI.) Further analysis indicated that a smaller proportion of county schools than would be expected maintained written or unwritten policies of the board of education. A greater proportion of the city schools than would be expected maintained those policies.

Type of school and certain practices and opinions of principals regarding married students. As shown in Table XI, there was no evidence that a significant relationship existed between type of school and: (a) action taken regarding married students, (b) policy regarding pregnant married students, (c) opinions of principals regarding married students as an asset, (d) opinions of principals with regard for whom married students constituted a problem, or (e) extent of family life education. In each case, therefore, the null hypothesis which declares that no significant relationship exists was supported.

Geographic location of school and certain practices and opinions of principals regarding married students. As shown in Table XII, page 68, there was no evidence that a significant relationship existed between geographic location of school and: (1) policy regarding married students, (2) action taken regarding married students, (3) policy regarding pregnant married students, (4) opinions of principals regarding married students as an asset, (5) opinions of principals with regard for whom married students

TABLE XI

ANALYSIS OF CERTAIN DATA ACCORDING TO TYPE OF SCHOOL, BY APPLICATION OF CHI-SQUARE TEST

Relationship between type of school and:

Policy regarding married students	$\chi^2 = 10.972, df = 5, P < 0.10$
Action taken regarding married students	$\chi^2 = 6.171, df = 4, P < 0.20$
Policy regarding pregnant married students	$\chi^2 = 6.537, df = 5, P < 0.30$
Opinions of principals regarding married students as an asset	$\chi^2 = 0.167, df = 2, P < 0.95$
Opinions of principals with regard for whom married students constituted a problem	$\chi^2 = 2.613, df = 4, P < 0.70$
Extent of family life education	$\chi^2 = 1.002, df = 2, P < 0.70$

TABLE XII

ANALYSIS OF CERTAIN DATA ACCORDING TO GEOGRAPHIC LOCATION OF SCHOOL, BY APPLICATION
OF CHI-SQUARE TEST

Relationship between geographic location of school and:

Policy regarding married students	$\chi^2 = 11.337, df = 10, P < 0.50$
Action taken regarding married students	$\chi^2 = 8.763, df = 8, P < 0.50$
Policy regarding pregnant married students	$\chi^2 = 14.507, df = 10, P < 0.20$
Opinions of principals regarding married students as an asset	$\chi^2 = 4.743, df = 4, P < 0.50$
Opinions of principals with regard for whom married students constituted a problem	$\chi^2 = 4.842, df = 8, P < 0.80$
Extent of family life education	$\chi^2 = 2.529, df = 4, P < 0.70$

constituted a problem, or (6) extent of family life education. In each case, therefore, the null hypothesis which declares that no significant relationship exists was supported.

In general the type of school and geographic location of school did not appear to be significant factors relative to practices and opinions of principals regarding married students.

CHAPTER V

SUMMARY AND CONCLUSIONS

During recent years the increase in the number of persons who are or have been married was considerably higher for younger persons than for older ones. At the same time young persons were faced with increasingly greater social and economic pressures to attain higher levels of education. As a result more married students are now enrolled in the high schools than was true even a short time ago. In view of current trends it appears that high schools will enroll increasing numbers of married students in the future. This situation concerns school personnel and others who work with high school students. What are the schools doing to educate these young persons for courtship, marriage, and parenthood? What are the schools doing to help these young marriages succeed?

The present study was undertaken in order to gain a better understanding of the incidence of marriage in the high schools, the nature of school policies maintained in regard to such marriages, and the extent of family life education programs in the schools. It is hoped that the results of this study may reveal status of married students that has previously been unknown and, also, indicate areas that need careful attention as future policies in regard to married students are made, as present ones are reviewed, and as curriculum needs are discussed.

A review of the literature showed that a great deal of the written material relative to high school age marriages lacked the support of scientifically collected data. The major research with respect to the

incidence of high school marriages and school policies regarding them had been done by Kirkendall⁴⁹ in Oregon, Ivins⁵⁰ in New Mexico, Landis⁵¹ in California, and Cavan and Beling⁵² in Illinois.

The Oregon and Illinois studies revealed that approximately three-fourths of the schools studied had married students enrolled. Among the California schools studied the number was even greater.

Those surveys showed that the majority of the schools studied lacked definite policies for dealing with student marriages. Of the policies maintained, many imposed restrictions on the married students or removed the married student from school temporarily or permanently. Policies in regard to married girls who became pregnant were somewhat more clearly defined. The majority of schools pressured or requested the girl to withdraw as soon as the pregnancy was apparent or was known. Most principals considered married students a problem to the school. Few principals indicated the belief that married students were an asset to the school.

In this study a questionnaire concerning married high school students was mailed to the principal in each of the 844 accredited public

⁴⁹Lester A. Kirkendall, "Now It's Marriage in the High Schools," Oregon Education Journal, 26:8,30, September, 1951.

⁵⁰Wilson H. Ivins, Student Marriages in New Mexico Secondary Schools 1952-1953 (Albuquerque: The University of New Mexico Press, 1954), pp. 1-84.

⁵¹Judson T. Landis, "Attitudes and Policies Concerning Marriages Among High School Students," Marriage and Family Living, 18:128-136, May, 1956.

⁵²Ruth Shonle Cavan and Grace Beling, "A Study of High School Marriages," Marriage and Family Living, 20:293-295, August, 1958.

high schools listed in the 1959-1960 North Carolina Educational Directory. Recent consolidation had given elementary status to six schools whose principals notified the investigator of their ineligibility. Thus, the total number of schools contacted was 838. Of the total number contacted, 631, or 75.3 per cent, responded. That compared with a 57 per cent response reported by Ivins, 58 per cent by Cavan and Beling, and 61 per cent by Landis.

On a percentage basis response was considerably greater from white than from non-white schools and slightly greater from county than from city schools. According to geographic location the piedmont schools showed a greater percentage response than mountain schools, but the coastal plain schools responded to a greater degree than either.

Limitations of the study. The following limitations of this study are noted by the investigator:

1. The study was limited to accredited public high schools of North Carolina, and conclusions apply only to the situation in those schools.
2. The data are based upon questionnaire responses and, therefore, can be no better than the degree of effectiveness with which the respondents answered them. The questionnaire was revised several times prior to mailing and each revision was subjected to criticism from former secondary school teachers and principals. The investigator believes that principals and teachers, from personal acquaintance and school records, generally would possess a great deal of accurate information of the type requested in this study.

3. No attempt was made to determine causes for the student marriages reported.
4. The number of married students reported represents only those students known by the respondents to be married. In view of the nature of policies maintained in many schools there is the likelihood that some student marriages were kept secret lest disclosure impose restrictions. Therefore, there is the possibility that the actual number of married students may have been greater than the number reported.
5. The study attempted only to present the facts as they were reported by the principals. No attempt was made to evaluate existing policies and programs in the schools.

Conclusions. The data from the questionnaires were tabulated and subjected to the chi-square test of independence to determine the relationship between the factors of race, type of school, or geographic location of school and certain items of information revealed by the questionnaires. Analysis of the data led to the following conclusions:

1. More than four-fifths of the schools studied reported one or more married students enrolled at the time the study was made. The over-all marriage rate was 1.3 per cent of the student population reported. In some schools the number of married students was as much as 6.4 per cent of the total enrollment. It appears, then, that the situation was fairly common throughout the State and that marriages among students occurred in sufficient numbers to justify

special consideration to understanding and meeting the needs of those students.

2. More than half of the schools studied lacked a definite policy for dealing with student marriages. Of the policies maintained more than half were, in effect, decisions made by the principal, dependent upon the circumstances of the individual case. Only ninety of six hundred thirty-one schools indicated participation of the local or county board of education in formulating a policy for dealing with married students. It appears, then, that the schools, in many cases, had not clearly defined their position in regard to married students.
3. Results of the study show that action taken in regard to married students tended to impose restrictions or set requirements that did not exist for the student prior to marriage. Despite the Attorney General's ruling to the contrary, students who married were expelled in some schools and temporarily suspended in others. In many cases it appears that the action taken by the school would tend to discourage attendance of married students in the schools.
4. More than a fourth of the principals responding in that regard said they maintained no policy relative to pregnant married students. Some said no pregnant students were enrolled and others said pregnant students withdrew of their own accord. Of the policies reported the greatest percentage dismissed the student as soon as the pregnancy was

known. Only forty-nine permitted the student to attend as long as she felt capable. It appears, then, that most of the policies described in regard to pregnant married students had the net effect of removing the student from school well in advance of termination of the pregnancy.

5. Considerably more than half of the principals who participated in the study said they believed married students were a problem to the school. Less than an eighth of the principals said they believed married students were an asset. Some were undecided in opinion and said they felt both ways depending on the circumstances of the case at hand. Strong arguments were presented on both sides of the issue. It appears, then, that whether a married student was thought of as an asset or as a problem may have depended to some extent upon point of view or factors other than marriage itself.
6. Courses in family life education were reported in approximately a fifth of the schools studied. Subject areas specified included home economics, sociology, physical education, and biology (in that order, according to number of principals reporting). Girls enrolled in the courses outnumbered boys almost three to one. The greatest percentage enrollment occurred among twelfth grade students; yet, almost half of the marriages reported had occurred among students in the ninth, tenth, and eleventh grades. Only 3.6 per cent of the student population reported was shown to be enrolled in

a family life education course. At that rate, less than 15 per cent of the student population reported would have been enrolled in a family life education course at the end of four years of high school.

7. There was a significant relationship between race and (a) policy regarding married students, (b) action taken in regard to married students, (c) opinions of principals regarding married students as an asset, and (d) extent of family life education. There was no significant relationship between race and policy regarding pregnant married students nor between race and opinions of principals with regard for whom married students constituted a problem.
8. There was no significant relationship between type of school or geographic location of school and (a) policy regarding married students, (b) action taken in regard to married students, (c) policy regarding pregnant married students, (d) opinions of principals regarding married students as an asset, (e) opinions of principals with regard for whom married students constituted a problem, (f) extent of family life education.

Recommendations for further study. It appears that the incidence of marriage among high school students will be forced increasingly on the attention of all who work with high school students. If schools are to function effectively in meeting the needs of students who marry and remain in school more information is needed on all aspects of the situation. The following are some areas which need further investigation, which

should add to the understanding of the needs of married high school students, and which should aid persons who work with those students:

1. underlying causes leading to high school age marriages;
2. special problems of married high school students from the student's point of view;
3. comparison of married and unmarried high school students in regard to educational objectives, vocational interests, academic achievement, personality, family relationships, and peer relationships to determine if substantial differences exist between the two groups;
4. comparison of married students who continue in school and those who are drop-outs in regard to educational objectives, vocational interests, academic achievement, personality, family relationships, and peer relationships to determine if substantial differences exist between the two groups;
5. marriage among students in non-accredited public high schools of North Carolina;
6. methods and content of instruction in family life education provided at the elementary and high school level, including investigation of the instructor's educational qualifications for teaching in that area;
7. attitudes of boards of education and communities toward the whole situation of student marriages in the high schools.

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APPENDIX

APPENDIX A

COUNTIES OF NORTH CAROLINA BY GEOGRAPHIC LOCATION

MOUNTAIN

Alleghany	Haywood	Surry
Ashe	Henderson	Swain
Avery	Jackson	Transylvania
Buncombe	Macon	Watauga
Burke	Madison	Wilkes
Caldwell	McDowell	Yadkin
Cherokee	Mitchell	Yancey
Clay	Polk	
Graham	Rutherford	

PIEDMONT

Alamance	Franklin	Randolph
Alexander	Gaston	Richmond
Anson	Granville	Rockingham
Cabarrus	Guilford	Rowan
Caswell	Iredell	Stanley
Catawba	Lee	Stokes
Chatham	Lincoln	Union
Cleveland	Mecklenburg	Vance
Davidson	Montgomery	Wake
Davie	Moore	Warren
Durham	Orange	
Forsyth	Person	

COASTAL PLAIN

Beaufort	Gates	Onslow
Bertie	Greene	Pamlico
Bladen	Halifax	Pasquotank
Brunswick	Harnett	Pender
Camden	Hertford	Perquimans
Carteret	Hoke	Pitt
Chowan	Hyde	Robeson
Columbus	Johnston	Sampson
Craven	Jones	Scotland
Cumberland	Lenoir	Tyrrell
Currituck	Martin	Washington
Dare	Nash	Wayne
Duplin	New Hanover	Wilson
Edgecombe	Northampton	

APPENDIX B

The Institute For Child And Family Development

THE WOMAN'S COLLEGE
OF THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

February, 1960

Dear School Administrator,

Will you help in a study of student marriages by filling out the enclosed questionnaire and mailing it to us at your earliest convenience? No envelope or postage is required for the return mail.

It is evident that schools, churches, social and community agencies, parents, and teen-agers themselves are becoming increasingly concerned about high school marriages and whether they contribute to or detract from the welfare of the individual, the family, and society. Perplexed by conflicting opinions of "authorities" and hampered by the dearth of factual information, many teachers and parents have indicated that they feel quite inadequate as they face the responsibility of advising these young people.

This study is being made to survey the extent of marriage among high school students, the nature of the school administrator's concern regarding these marriages, school policies that have evolved from their occurrence, and the scope of programs in Family Life Education in North Carolina's schools.

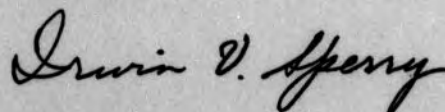
You may want to confer with members of your faculty as you fill out the questionnaire. We heartily recommend your doing so.

Your replies will help to increase the usefulness of the study. The information you give us will be kept confidential and will be reported only in statistical summaries.

In order to complete this study during the current school term we need to have the major portion of the data collected within the next few weeks. We will appreciate your help in making this possible.

Thank you in advance for the time and thought we know you will give these questions. Not only will you be helping with this research but we believe you will find the questions interesting and perhaps of value to your own school. May we have your replies by March 21?

Sincerely yours,



Irwin V. Sperry, Director

IF YOU WOULD LIKE A COPY OF THE RESULTS OF THE STUDY, PLEASE INDICATE BY AN X HERE ☐

7. If your answer to 6 was **yes**, is the policy

- a) A written policy of the Board of Education _____
- b) An unwritten policy of the Board of Education _____
- c) A decision made by the Superintendent _____
- d) A decision made by the Principal _____
- e) Action determined in individual cases _____
- f) Other (please specify) _____

★ If your school has a written policy will you please attach a copy to the questionnaire when you return it?

8. What action is **usually** taken in regard to students who marry? (check as many as apply)

- a) No action _____
- b) Permanent expulsion _____
- c) Temporary suspension _____
For what length of time _____
- d) Required hearing before the Board of Education _____
- e) Restriction from participation in **all** extra-curricular activities _____
- f) Restriction from participation in **certain** extra-curricular activities (please specify)
Athletics _____
Social _____
Forensic _____
Music and Dramatics _____
Academic and Honor Clubs _____
Other (please list) _____
- g) Other action (please explain)

9. What is the policy of your school regarding married women students who become pregnant during the school year?

- a) No policy _____
- b) Dismissal as soon as known _____
- c) Dismissal when first observable _____
- d) Dismissal at latter stages _____
- e) Student may attend as long as she feels capable _____
- f) Granted maternity leave with permission to make up work _____
- g) Other (please specify) _____

10. Do you believe that married student are an asset to the school?

Yes _____ No _____

(please explain) _____

11. Do you believe

12. If your answer

- a) For the
- b) For the
- c) For other
- d) For the
- e) For the

13. If you consider

- a) For the
- b) For the
- c) For other
- d) For the
- e) For the

14. If you consider

15. Does your school's personality or culture contribute to the problem for parents?

- a) No courses
- b) One semester
- c) Two semesters
- d) Other (please specify)

16. If your school requires

Requires

17. If your school offers courses in

- a) Biology
- b) Home Economics
- c) Physical Education
- d) Sociology
- e) Interdisciplinary

f) Other (please specify)

18. Please write in the 1959-60 school year (b and c under)

11. Do you believe that married students are a problem to the school? Yes _____ No _____
12. If your answer to 11 was yes, is the problem one (check as many as apply)

 - a) For the Principal
 - b) For the teachers
 - c) For other students
 - d) For the married students themselves
 - e) For the community
13. If you consider married students a problem, for whom is the problem most serious? (check only one)

 - a) For the Principal
 - b) For the teachers
 - c) For other students
 - d) For the married students themselves
 - e) For the community
14. If you consider married students a problem, please describe the problem as you see it _____

15. Does your school offer courses in Family Life Education? (The area of Family Life Education includes personality development, preparation for marriage, role of family members, adjusting to marriage, preparation for parenthood, understanding children at different stages of growth.)

 - a) No course, as such, offered
 - b) One semester course
 - c) Two semesters course
 - d) Other (please specify)
16. If your school offers courses in Family Life Education are they
Required _____ Elective _____
17. If your school offers courses in Family Life Education, in which department or subject matter area are the courses offered? (Do not include units within a course)

 - a) Biology
 - b) Home Economics
 - c) Physical Education
 - d) Sociology
 - e) Interdepartmental (please list the departments)
.....
 - f) Other (please specify)
18. Please write in the number of students enrolled during the 1959-60 session in the Family Life Education course (b and c under 15)

Boys	Girls	Total

[illegible]

19. Please place an **X** after each of the following subjects in which a unit (or units) in Family Life Education is offered
- a) Biology _____
- b) Home Economics _____
- c) Physical Education _____
- d) Sociology _____
- e) Other (please specify) _____
20. Is there a planned program of counseling for married students?
 Yes _____ No _____
21. If your answer to **20** was **yes**, what is the position of the person who does the counseling? _____
22. If your answer to **20** was **yes**, please describe the counseling program _____

23. Are there any other special ways in which your school is trying to meet the needs of married students during the 1959-60 session? _____

24. Do you have future plans for meeting the particular needs of married students? (please describe) _____

25. Are there additional comments you would like to make concerning married students or student marriages?

26. Please list the names and positions of the persons who assisted in providing information for completing this questionnaire.
- | NAME | POSITION |
|----------|------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| (Signed) | (Position) |

APPENDIX C

EXAMPLE OF COMPUTATION OF CHI-SQUARE (RACE AND EXTENT OF FAMILY LIFE EDUCATION)

	No Course Offered	One Semester Course	Two Semesters Course	Totals
White	(366.2) 386	(46.8) 39	(60.0) 48	473
Non-white	(103.8) 84	(13.2) 21	(17.0) 29	134
Totals	470	60	77	607

I. Calculation of independence values (f_e):

$$\frac{470 \times 473}{607} = 366.2$$

$$\frac{60 \times 473}{607} = 46.8$$

$$\frac{77 \times 473}{607} = 60.0$$

$$\frac{470 \times 134}{607} = 103.8$$

$$\frac{60 \times 134}{607} = 13.2$$

$$\frac{77 \times 134}{607} = 17.0$$

II. Calculation of χ^2 :

$$(-19.8)^2 \div 366.2 = 1.070$$

$$(-7.8)^2 \div 46.8 = 1.299$$

$$(-12.0)^2 \div 60.0 = 2.400$$

$$(-19.8)^2 \div 103.8 = 3.776$$

$$(7.8)^2 \div 13.2 = 4.606$$

$$(12.0)^2 \div 17.0 = 8.471$$

$$\chi^2 = 21.622$$

$$df = 2$$

$$P < 0.01$$